



# Year 11 English - Curriculum Map



2015-16	11A	11B	11C
<h2>Autumn 1</h2>	<p><b>Qualifications:</b> Entry Level, Functional Skills Entry level 3, Functional Skills 1, Functional Skills 2, GCSE Language.</p> <p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>- Using a range of punctuation</li> <li>- Writing detailed descriptions</li> <li>- Using descriptive techniques</li> <li>- Using persuasive techniques</li> <li>- Using adjectives, adverbs, superlatives, comparatives</li> <li>- Simile and metaphor</li> <li>- Using the senses in writing</li> <li>- Study of techniques in a text eg. James and the Giant Peach</li> </ul>	<p><b>Qualifications:</b> Entry Level, Functional Skills Entry level 3.</p> <p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>- Using a range of punctuation</li> <li>- Writing detailed descriptions</li> <li>- Using descriptive techniques</li> <li>- Using persuasive techniques</li> <li>- Using adjectives, adverbs, superlatives, comparatives</li> <li>- Simile and metaphor</li> <li>- Using the senses in writing</li> <li>- Study of techniques in a text eg. James and the Giant Peach</li> </ul>	<p><b>Qualifications:</b> Entry Level, Entry 2 Award in English Skills, Functional Skills Entry level 3. All necessary skills will be taught through a variety of texts and nonfiction units. Pupils will have regular access to practise questions and tasks relevant to their pathway.</p> <p><b>Text: Diary of a Killer Cat by Anne Fine.</b></p> <ul style="list-style-type: none"> <li>- Practise reading skills including answering literal, inferential, deductive and authorial questions.</li> <li>- Know basic features of a book.</li> <li>- Author study of Anne fine.</li> <li>- Explore text structure; diary</li> <li>- Write diary entries in first person.</li> <li>- Informative writing; leaflet how to look after a cat.</li> <li>- Guided reading using relevant reading papers for all pathways.</li> </ul>
<h2>Autumn 2</h2>	<p><b>Reading: Non-fiction and Fiction</b></p> <ul style="list-style-type: none"> <li>- Study of a novel</li> <li>- Study of a range of non-fiction texts eg. Leaflet, letter, email, adverts</li> </ul> <p><b>Functional Skills</b></p> <ul style="list-style-type: none"> <li>- Past papers</li> </ul> <p><b>OCR Entry Level</b></p> <ul style="list-style-type: none"> <li>- Informative Writing piece</li> </ul>	<p><b>Reading: Non-fiction and Fiction</b></p> <ul style="list-style-type: none"> <li>- Study of a novel</li> <li>- Study of a range of non-fiction texts eg. Leaflet, letter, email, adverts</li> </ul> <p><b>OCR Entry Level</b></p> <ul style="list-style-type: none"> <li>- Informative Writing piece</li> </ul>	<p><b>Non-fiction -Titanic.</b></p> <ul style="list-style-type: none"> <li>- Guided reading using relevant reading papers for all pathways.</li> <li>- Sequencing skills - timeline of the Titanic's voyage and sinking.</li> <li>- Letter writing as a passenger aboard the Titanic.</li> <li>- Newspaper article - research skills to include facts about disaster.</li> </ul> <p><b>OCR Entry Level:</b></p> <ul style="list-style-type: none"> <li>- Informative writing piece</li> </ul>
<h2>Spring 1</h2>	<p><b>Reading:Newspapers/letters</b></p> <ul style="list-style-type: none"> <li>- Understand terminology</li> <li>- Study layout and features</li> <li>- Create powerful headlines</li> <li>- Write own front page</li> <li>- Write formally/informally</li> </ul>	<p><b>Reading:Newspapers/letters</b></p> <ul style="list-style-type: none"> <li>- Understand terminology</li> <li>- Study layout and features</li> <li>- Create powerful headlines</li> <li>- Write own front page</li> <li>- Write formally/informally</li> </ul>	<p><b>OCR Entry Level and Acentis Entry level qualification prep and completion of tasks. See specifications for further details.</b></p> <p>Pupils will develop familiarity with qualification papers and question types enabling pupils to work as independently as possible during actual</p>

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	<p><b>GCSE English</b></p> <ul style="list-style-type: none"> <li>- 19<sup>th</sup> Century Writing</li> </ul> <p><b>OCR Entry Level</b></p> <ul style="list-style-type: none"> <li>- Complete reading papers</li> <li>- Imaginative writing</li> </ul>	<p><b>OCR Entry Level</b></p> <ul style="list-style-type: none"> <li>- Complete reading papers</li> <li>Imaginative writing</li> </ul>	<p><b>qualification tasks.</b></p> <p><b>OCR Entry Level:</b></p> <ul style="list-style-type: none"> <li>- Reading papers to be completed.</li> <li>- Imaginative writing piece to be completed.</li> </ul> <p><b>Acentis Entry 2 Award in Reading.</b></p> <ul style="list-style-type: none"> <li>- Reading papers to be completed:</li> <li>- <b>Main events</b> Learners should be able to trace what is happening in a text and how the events link together.</li> <li>- <b>Linking words and adverbials.</b> Learners should be aware of, and be able to use, words such as first, next, then, right, straight on, to help understanding.</li> <li>- <b>Different purposes.</b> Will include: to inform, explain, instruct, entertain, describe, persuade.</li> <li>- <b>Illustrations and captions.</b> Learners should understand that illustrations and captions can contribute to meaning. They can also help to locate and interpret information.</li> <li>- <b>Alphabetical order.</b> Learners should have sufficient knowledge of alphabetical order to be able to find and sequence words.</li> </ul>
<p>Spring 2</p>	<p><b>Formal/Informal Writing</b></p> <ul style="list-style-type: none"> <li>- Look at the language and structure of formal/informal texts</li> <li>- Comparing formal/informal</li> <li>- Change a text from formal to informal</li> <li>- Understand audience (PAL)</li> </ul> <p><b>OCR Entry Level/GCSE Language/Functional Skills</b></p> <ul style="list-style-type: none"> <li>- Complete all Speaking and Listening tasks</li> </ul>	<p><b>Formal/Informal Writing</b></p> <ul style="list-style-type: none"> <li>- Look at the language and structure of formal/informal texts</li> <li>- Comparing formal/informal</li> <li>- Change a text from formal to informal</li> <li>- Understand audience (PAL)</li> </ul> <p><b>OCR Entry Level/Functional Skills</b></p> <ul style="list-style-type: none"> <li>- Complete all Speaking and Listening tasks</li> </ul>	<p><b>OCR Entry Level and Acentis Entry level qualification prep and completion of tasks. See specifications for further details.</b></p> <p><b>Pupils will develop familiarity with qualification papers and question types enabling pupils to work as independently as possible during actual qualification tasks.</b></p> <p><b>OCR Entry Level:</b></p> <ul style="list-style-type: none"> <li>- Speaking and listening element to be completed.</li> </ul> <p><b>Entry Level Functional Skills 3</b></p> <p>Complete both speaking and listening tasks:</p>

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			<ul style="list-style-type: none"> <li>- Group discussion task</li> <li>- 1:1 task</li> </ul> <p><b>Acentis Entry 2 Award in Writing</b></p> <ul style="list-style-type: none"> <li>- <b>Written words and phrases</b> Learners should be able to write short texts such as notes, brief emails and simple stories.</li> <li>- <b>Simple and basic compound sentences.</b> Learners should be able to construct simple sentences and join these to make basic compounds using conjunctions such as 'and' and 'but'. They should be able to use these in writing when required.</li> <li>- <b>Style.</b> Learners should be able to organise the content of writing in the best way for the intended audience and purpose.</li> <li>- <b>Legible text</b> Learners will be aware that the presentation of writing is important, e.g. neatness and legibility.</li> </ul>
<h2>Summer 1</h2>	<p><b>Exam preparation</b></p> <p><b>GCSE English/Functional Skills</b></p> <ul style="list-style-type: none"> <li>- Past papers</li> <li>- Question/task analysis</li> </ul> <p><b>OCR Entry Level:</b></p> <ul style="list-style-type: none"> <li>- Any outstanding work to be completed by deadline.</li> </ul>	<p><b>Exam preparation</b></p> <p><b>Functional Skills</b></p> <ul style="list-style-type: none"> <li>- Past papers</li> <li>- Question/task analysis</li> </ul> <p><b>OCR Entry Level:</b></p> <ul style="list-style-type: none"> <li>- Any outstanding work to be completed by deadline.</li> </ul>	<p><b>Shakespeare Overview.</b></p> <ul style="list-style-type: none"> <li>- Summary of previous plays studied; Romeo and Juliet, The Tempest, Macbeth</li> <li>- Comparisons of plays.</li> <li>- Recap of features of plays.</li> </ul> <p>Guided reading using relevant reading papers for all pathways.</p> <p><b>OCR Entry Level:</b></p> <ul style="list-style-type: none"> <li>- Any outstanding work to be completed by deadline.</li> </ul> <p><b>Acentis Entry 2 Award in English Skills (Grammar and Punctuation)</b></p> <ul style="list-style-type: none"> <li>- <b>Simple sentence.</b> Contains subject, object and verb and is a single complete thought or action</li> <li>- <b>Short simple sentences.</b> Can be joined using a conjunction. Common conjunctions are: and, but, so, as, or,because.</li> </ul>

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			<ul style="list-style-type: none"> <li>- <b>Adjectives can convey further information about a noun.</b> Learners should be aware that adjectives can add detail and interest to writing, e.g. colour, size, etc. Also, that the adjective selected can convey the writer's attitude, e.g. good, rich, sad.</li> <li>- <b>Question marks.</b> Learners should be aware that questions are sentences with a different word order</li> <li>- <b>Proper nouns.</b> Learners should understand the concept of the proper noun. They should be able to use capital letters to signify proper nouns.</li> </ul>
Summer 2	<p><b>Exams</b></p> <p>-Final revision</p> <p><b>GCSE English Language Exam</b> <b>Functional Skills Level 1, 2 Exam</b></p> <p>Post-Exams Project</p>	<p><b>Exams</b></p> <p>-Final revision</p> <p><b>GCSE English Language Exam</b> <b>Functional Skills Level 1, 2 Exam</b></p> <p>Post-Exams Project</p>	<p><b>Text: The wizard of Oz by Frank L Baum.</b></p> <ul style="list-style-type: none"> <li>- Character profiles of main characters.</li> <li>- Descriptive / imaginative writing where does the other road lead to?</li> <li>- Guided reading using relevant reading papers for all pathways.</li> <li>- Guided reading using relevant reading papers for all pathways.</li> </ul> <p><b>Functional Skills Entry Level 3:</b> Final exam prep for Reading and Writing elements.</p> <p><b>Functional Skills Entry Level 3 Exam</b></p>